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ABSTRACT

This is a report on the results of the Family Education Program, which is described as a demonstration and action program which incorporates parent education with an existing teacher training program to raise the achievement levels of intermediate students at Intermediate School (I.S.) 55, Brooklyn, New York. Methods and procedures of the program are outlined. The results presented indicate that the achievement levels of fifth and sixth grade students in mathematics and reading were higher for those whose parents participated in the program than for those whose parents did not. Appendices include attendance records for parents who attended workshops and parent events, outlines of each event, contacts made by parent coordinators and results of the contacts, correlation and comparisons of test scores, samples of forms and letters used in the Family Education program, and an analysis of the repercussions the violent death of a student at I.S. 55 had on the school and on the Oceanhill-Brownsville section of New York. (Author/EB)

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ED169139

THE BEDFORD STUYVESANT RESTORATION CORPORATION

THE FAMILY EDUCATION PROGRAM AT INTERMEDIATE SCHOOL 55

A REPORT TO THE SALGO-NOREN FOUNDATION ON THE OPERATION AND RESULTS OF THE FAMILY EDUCATION PROGRAM MARCH, 1974, THROUGH JUNE, 1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SUMMARY OF RESULTS

The Family Education Program is a demonstration and action program incorporating parent education with an existing teacher training program to raise achievement levels of intermediate school students at I.S.55 in Bedford Stuyvesant. The ultimate goal is, by example and performance, to encourage the spread of this technique throughout the urban school system.

During the 1974-75 school year we compared the achievement levels of the fifth and sixth grade children whose parents did participate in the parent programs of the Family Education Program with the achievement levels of the children whose parents did not participate. In most cases, the mean improvement of children whose parents participated averaged .1 to .4* more in reading and math scores than the children of non-participating parents. This degree of improvement supports the hypothesis that there is a positive relationship between parent participation and student academic performance.

A correlation analysis on student data relating mean change in test scores over the school year to parent participation supported the positive relationship between parent participation and student academic performance with respect to the reading vocabulary scores and total math scores; but not with respect to reading comprehension scores and total reading scores.

At this stage of the study, we can say that our results are pointing in the right direction, but the results are not consistent or significant enough to support the strong positive relationship between parent participation and academic improvement that we have hypothesized. More data and more parent participation are needed to support the hypothesis, and this will be the principal goal of the second year of the study.

INTRODUCTION

A. Statement of the Problem

The educational system is not functioning properly in Bedford Stuyvesant and similar urban areas. In a study of Bedford Stuyvesant schools, we found approximately 78.5% or 45,543 elementary and intermediate school children reading below the national norm; 80.6%, or 46,761 Bedford Stuyvesant children were doing math below the national norm. As the children advanced from grade to grade, more and more would fall behind.

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* A .1 to .4 average improvement in reading and math scores is roughly equivalent to "averaging a one to four month gain in reading, or math skills as measured by the Metropolitan Achievement Test."

B. The Proposal

We believe that public elementary education can be improved (1) through on-site teacher-training to help grade school and junior high teachers develop high expectations of student performance and create individualized learning environments, combined with (2) a parent education program to enable parents to understand how to contribute to the learning processes of their children and to develop criteria for judging good learning methods.

The on-site teacher-training program had been in progress at I.S.55 for three years. A $20,248 matching grant from the Salgo-Noren Foundation enabled the Family Education Program to be inaugurated and evaluated at I.S.55 over two school years. This is a report on the results of the Family Education Program covering the start up period (March through June, 1974) and the first full school year, September, 1974 through June, 1975.

C. Questions to be Answered

To test the hypothesis that increased parental participation in the education of youngsters in a depressed urban area will improve academic achievement, the answers were sought to the following questions:

1. Will the children of parents who participated in the educative process show more marked improvement in reading and math than the children of parents who did not participate?

2. What percent of the parents can be encouraged to participate in the education of their children and what is the best method of getting the parents to participate?

3. What is the correlation between academic achievement and each of the following factors: number of siblings in the family; student absenteeism; both parents working; parents too busy to help with schoolwork?

4. In testing the hypothesis described above, what else can we learn about the children, their teachers, the learning process, the measurement of their achievement, and the school?

D. The School

Intermediate School 55 is located in School District 23 in the southeast corner of Bedford Stuyvesant. When the school building was completed in 1968, it was part of the Oceanhill-Brownsville experimental district, and the school went through its birth pangs in the throes of the 1968 teachers strike. Mr. Jenkins, the principal, and Ms. Rebecca Taylor, the reading coordinator, have been with the school from the beginning.

Bedford Stuyvesant is a depressed area in central Brooklyn, but there are many forces at work within the area determined to renew it. I.S.55 is a force for educational renewal within the community and is located in the most deteriorated section of Bedford Stuyvesant where crime, unemployment and building abandonment are the highest and income, education level, and the business activity are the lowest. (See Appendix 5) I.S.55 has had a student population turnover rate of approximately 65% per year.

METHODS AND PROCEDURES

A. Subjects

Intermediate School 55 is comprised of grades five through eight with a total student population of 1,156. The on-site teacher training program operates primarily in the fifth and sixth grades and lab classes (lab classes are for children who are classified by I.S.55 as very poor readers or non-readers). Since the purpose of the proposal was to measure the effect of a parent education program added to the teacher-training program, the following twelve classes were the subjects of the study during the 1974-75 school year:

LABS	FIFTH GRADE	SIXTH GRADE
Lab 1 = 24	5B1 = 30	6B1 = 27
Lab 2 = 25	5R1 = 27	6B2 = 27
Lab 3 = 26	57 Students	6G1 = 31
Lab 4 = 21		6G2 = 31
96 students		6R1 = 28
		6R2 = 29
		173 students

Total number of subjects: 326. All were Black, and most of them American Blacks, as distinguished from Blacks of West Indian or Latin American descent.

B. Treatment

An effort was made to get parents to come to I.S.55 to participate in reading and math workshops, family night, and other parent events such as game night, education fair and fifth and sixth grade festival. A total of 17 parent events were held during the 1974-75 school year; these events are listed and described as to object and content in Appendix 1.

During the startup period and the first semester of the 1974-75 school year, the twelve classes of subjects were divided at random into a subject group and a control group. The Parent Coordinator, whose position was made possible by the Salgo-Noren Foundation grant, was to focus her attention on the subject group. Her principal responsibility was to

visit the homes of parents of the children in the subject group, stimulate their interest in the educational programs at I.S.55, and urge them to participate in the regularly scheduled workshops and parent events at the school. A summary of the results of her work is contained in Appendix 2.

Extent and continuity of parent participation was our most difficult challenge. During the startup period (March, 1974 - June, 1974), only 59 of the parents in the subject group participated one or more times. In the first semester of the 1974-75 school year, despite 207 home visits only 64 parents in the subject group participated, and 61% of these (39 parents) came to one event only.

To increase parent participation by more intensified home visiting, it was decided in the second semester of the 1974-75 school year to have home visiting done by a team of two. This would also make for greater security for the home visitors. Toward the end of the second semester, we found we were getting twice the amount of people participating in parent events (see Appendix 1), but we realized the increased participation was not so much due to the change in the home visiting technique, as it was due to two other important factors:

(a) We found that parents were more apt to come to workshops and events if their children were involved in the event, and if they as parents could also be involved in the event (e.g., a math contest, or an educational game night, see Appendix 1).

(b) We found that more parents were coming if the teachers and students did the parent recruiting as a team, with the class having the most parent representation winning $20 to buy cake, ice cream and favors for a class party.

At the same time, we noticed that parents from the control group as well as the subject group were attending school-wide parent events, which could not be restricted to the subject group only. Therefore, in order to increase the pool of participating parents, we ignored the artificial distinction between subject and control, and made our dichotomy the participants and non-participants; that is, we measured the average achievement of children whose parents participated in I.S.55 parent events and the average achievement of children whose parents did not participate.

C. Instruments

Each of the twelve classes was tested in October, 1974, January, 1975 and June, 1975 by means of alternate forms of the elementary and intermediate Metropolitan Achievement Reading and Math Tests.

The Stanford Achievement Test was also given in April, 1975; however, the results of this test are being held for comparison with the followup Stanford Achievement Test scores to be obtained in April, 1976.

A correlation and comparison of results of the Metropolitan Achievement Test with the Stanford Achievement Test can be found in Appendix 3.

In addition to the above tests, we made up a Student Questionnaire, a Parent Questionnaire and a Teacher Questionnaire, the samples of which can be found in Appendix 4. An example of the various forms used to keep records of parent contacts and home visits and parent attendance at workshops is also found in Appendix 4. Some of the letters of the principal to parents and teachers and invitations to workshops and parent events will be found in Appendix 4.

RESULTS

A. Analysis of Table I.

The students mean change in MAT test scores in reading (total) and math (total) from the October, 1974, test to the June, 1975, test were computed by grade and matched with parent participation or non-participation, whatever the case actually was. The mean change of the children whose parents participated was compared to the mean change made by the children whose parents did not participate. The results are shown in Table I, on page 16.

In the course of this study, some data was obtained on a total of 326 students, but only 208 of these students (64%) had both an October and June reading score so as to make comparison possible.

Mean change was rounded off to the nearest tenth.

When the grade mean changes are grouped together in the total columns on the right of both reading and math sections of Table I, the mean changes of the children whose parents participated are .1 to .4 better than for those children whose parents did not participate. More improvement is registered in the math total column.

When improvement results are examined on a grade by grade basis, improvement is not entirely consistent, nor are the results as dramatic as when the students' results are looked at, as a whole, without references to particular grade. Sometimes the uneven results are caused by the small number of students in a particular category. Grade by grade analysis should be more consistent during the second year of the program, as parent participation picks up and intensifies.

B. Analysis and Interpretation of Table 2

Table 2 shows a breakdown of the total reading test scores into its subtests, vocabulary and comprehension. The mean change in MAT test scores from the October, 1974, test to the June, 1975, test is matched with parent participation or non-participation (as in Table I).

Table 2 makes clear that reading improvement is much stronger in word attack skills than in comprehension skills. In fact, in comprehension, there is a decline. However, vocabulary improvement is strong enough to make the reading total score show .1 to .2 improvement.

C. Analysis and Interpretation of Table 3

A correlation analysis on student data relating mean change in test scores, October, 1974 - June, 1975, to parent participation variables was completed. Table 3 shows the correlation coefficients and their levels of significance. A level of at least .05 was considered to be significant.

This correlation analysis supports the results in Tables 1 and 2. The positive relationship between parent involvement and academic performance is strongest in reading vocabulary. For example, when all the parent workshops and events were grouped together and related to mean change in test scores, the correlation coefficient was highly significant at the .01 level.

In math results also, the positive relationship between the second semester workshops and parent events and mean change in total math score is highly significant.

In reading comprehension and reading total scores, the correlation analysis did not result in satisfactory levels of significance, and these insignificant levels jibe with the mixed results in the comprehension scores evident in Table 2.

At this stage of the study, we can say that our results are pointing in the right direction, but they are not consistent or significant enough to support the strong positive relationship between parent participation and academic performance that we have hypothesized. More data and more parent participation are needed, and this will be the principal goal of our study's second year.

FURTHER ANALYSIS AND DISCUSSION

A. Testing the Correlation between Academic Achievement and other Variables

In order to test the correlation between parent participation and

student achievement, we determined to see if there was also a correlation between student achievement and number of siblings in the family; student absenteeism; both parents working; parents too busy to help with schoolwork.

As Tables 4 through 7 indicate, surprisingly we found no meaningful correlation between number of siblings or student absenteeism and academic performance. Where both of the parents worked (as opposed to one parent working) there was more improvement ; yet where parents were too busy to help with schoolwork, there was less improvement.

In the reading columns of Table 4 , there were 208 comparisons; 58 of the students, or 28% had no siblings; 132, or 64% had 1 to 7 siblings. The math results are comparable. No significant correlationship between siblings and mean change in reading or math scores is discernable.

In Table 5 , with the exception of cases where there are significant numbers absent in a specific category of days absent, no dramatic relationship between days absent and change in total reading or math scores appears. This result was contrary to our expectation, and suggests to us that we must get more extensive and more accurate data on absenteeism in the future. (Note that in the first semester (reading) we had absentee data on only 133 out of 326 subjects.)

Table 6 is based upon the response to Question 5 of the Student Questionnaire (Appendix 4). In 60% of the working families responding, one of the parents or guardians work; in 40% both work. The children of families where both parents work do consistently better.

Because of a defect in the way the question was asked, we do not know what percentage of the respondents live in families where neither parents nor guardians work, nor do we have a basis for measuring their academic performance.

Table 7 is based upon the response to Question 6 of the Student Questionnaire (Appendix 4). About 80% of the respondents said their parents were not too busy to help with schoolwork, and their academic performance is consistently better than the children whose parents were too busy.

B. Additional Discoveries and Relationships

Tables 8 and 9 show grade level and mean change in reading (8) and math (9) test scores on a class by class comparison, and tell us many things about education at I.S.55.

--- The October reading and math mean test score columns, especially the two fifth grades, show that the children are already averaging two grades below the reading and

math norms when they enroll at I.S.55 (and the many low-scoring transfer students in the labs and sixth grades, pull the general average down).

--- The mean change column at the right hand side of both tables, shows that I.S.55 is doing an excellent job in activating student academic progress. The average child in the lower quartile of the national norm student population over the course of the school year improves .4, the average child in the upper quartile of the national norm student population improves 1.4. All of I.S.55's classes (including the labs which have the least functioning of the students) are within the range change of national norm standards.

--- In terms of the ever-enlarging gap between their reading level and math level and the national norm levels that so many urban school children find themselves experiencing as they transfer from the lower grades to higher, most of I.S.55's children (including the lab classes) are either holding their own or closing the gap.

--- The Stanford Achievement Test results (not shown on Tables 8 and 9) shows dramatically how the sixth graders are catching up on the seventh and eighth graders.

STANFORD ACHIEVEMENT TEST
MEAN TOTAL READING GRADE LEVEL SCORE
APRIL, 1975

Fifth Grade	4.1
Sixth Grade	5.4
Seventh Grade	5.8
Eighth Grade	6.5

The sixth graders are only .4 behind the seventh grade and 1.1 behind the eighth grade. This difference also illustrates the success of the on-site teacher training program which focuses on the teachers of the fifth and sixth grades.

--- A comparison of Tables 8 and 9 shows that the children at I.S.55 have higher grade levels in math and perform better in math than in reading. Math is an easier subject to learn and do at this level of education.

--- Tables 8 and 9 also show the principal which classes are performing best and poorest as measured by the MAT tests. Lab 4, for example, is an excellent performer. Two classes, 6G1 and 6B1, made all their reading improvement from October to January and none from January to June. One class, 5B1, made all of its reading improvement from January to June.

However, a word of caution here, performance and improvement cannot be measured by the MAT test alone.

-- We saw in Table 2 that when we break down the reading total test scores into the scores on the subtests, vocabulary and comprehension, the children at I.S.55 do better on the vocabulary subtest than they do on comprehension. This result is true of most children in classes where the primary emphasis is to master the basic word attack skills.

Other tables made in the course of preparing this report are not included for the sake of brevity. Such tables include. student absenteeism on a class by class basis; degree of parent participation on a class by class basis; student academic performance related to school of origin.

C. Results of the Student Questionnaire

The Student Questionnaire (Appendix 4) was answered by 221 of the 326 subjects. The results are summarized as follows.

Approximately 25% of the students said that their parents had visited their classrooms; 60% liked to have them visit.

About 66% of the children said they liked to have their parents or guardians help with schoolwork, and over 80% reported having been helped. About 20% said their parents were too busy to help, and as reported above, there is a more positive pattern of change in academic performance where the parent or guardian is not too busy. Some 54% of the students thought they could get along in school without any help at home.

One-third of the students liked reading better than math and 80% thought their reading improved each day.

A little over 75% of the I.S.55'ers said they had some fun in school each day and 75% would also rather come to school than stay home.

D. Results of the Parent Questionnaire

Towards the end of the 1974-75 academic school year, a questionnaire (see Appendix 4) was distributed to the parents. The results are summarized here.

Number of questionnaires distributed: 300

Number of questionnaires received: 25

Grades:	LAB	5	6	7	8	No answer
No. of parents representing grades:	1	4	17	5	2	1

Parents Participation in:		Workshops	14
		P.T.A.	14
		Class Visits	18
		No Answer	2
I help my child with his/her homework:		never	0
		sometimes	12
		regularly	13
		no answer	0

The workshops are:

fun	14	too long	0
boring	0	too short	1
instructive	11	about right	20
confusing	0	no answer	4
no answer	4		

A better time and day: to have a workshop would be

1:30/8:00	1	Fridays	1
2:30	1	Saturdays	1
mornings	1	Anytime	1
afternoons	4	No answer	11
same time	2		

A better subject taught and discussed in the workshop would be:

Reading	3	Parent/teacher relations	1
Math	3	Bilingual subjects	1
Hygiene	2	Discipline	1
First Aid	1	No answer	17

The workshops do....do not....help me to understand what my child is learning:

do	20
do not	1
no answer	4

There should be more....less....workshops:

more	19
less	2
no answer	4

Since I began taking special interest in the activities at I.S.55, I have.... have not....noticed a change for the better in my child's attitude toward school:

have	19
have not	2
no answer	4

I can recognize....am getting better at recognizing....an effective teacher when I see her in operation:

can recognize	11
am getting better at recognizing	8
no answer	6

I can....cannot....tell when learning is going on in the classroom:

can	19
cannot	1
no answer	5

SUMMARY OF SUGGESTIONS FOR WORKSHOP IMPROVEMENT:

Most parents feel that workshops could be improved and more attractive to other parents if parents and teachers were jointly involved in setting up the activities for these sessions. More than one teacher from different classes was suggested to conduct these workshops in order to give a better understanding to parents of the different subjects taught to their children.

If parents who do not participation in workshops presently were reminded by their children, as well as the teachers, of the importance of knowing what their children are being taught, they feel that that would attract more participation and involvement.

There was some mention of:

(a) Bilingual teachers, aids and clerks who should take time to listen to parents;

(b) Some sort of baby-sitting service for mothers who wish to attend but cannot because of small children;

(c) An understanding attitude on the part of the teachers regarding slow-learning children..."The teachers should show more interest in the children and not give up on them too soom."

(d) A tutorial class, after school, in reading for some children;

(e) Longer workshops, in other subjects as well as Reading and Math.

Eight parents had no suggestions on improving Parent Workshops.

E. Results of the Teacher Questionnaire

At the end of the first semester, five teachers of the subject group classes were given a questionnaire (see Appendix 4). Some of the results

are summarized here.

All five believed that parent involvement does make a positive difference in the child's academic performance, and listed examples of student progress and improved behavior to back up the conviction.

The teachers also gave suggestions for improving the Family Education Program, such as:

...more contests, such as math and reading contests;
...more programs involving students, teachers and parents;
...help parents to understand the reading test and reading scores; and the purpose of weekly tests;
...get parents to cooperate with teachers in the doing and returning of homework assignments;
...more home visiting;
...more day to day school visiting by parents, not just for special events or student displays.

F. Other Positive Effects of The Family Education Program At I.S.55

The school reached out to 153 homes and parents returned the compliment by visiting the school and beginning the important two-way relation between parent and school.

A new parent association was started in May, 1974, with the parent coordinator, Mrs. Lillian Graydon, as President. During the course of 1974-75 school year, this association was able to exert pressure on teachers to substantially diminish one of I.S.55's most pressing problems -- excessive teacher absences.

During the course of the school year, a total of 588 parents were in attendance at 17 school events. This is a real turn around. In previous years, except for school talent shows, parent turnout was meagre. Poor turnout could be attributed in part to the fear of going out at night, or as a continuing reaction to the Oceanhill-Brownsville struggle, but most of all parents have felt that the schools were so bad that their participation didn't make any difference; or that the schools weren't offering anything worth their effort. Now parents are beginning to feel their participation can and does make a difference. They are beginning to see that their participation extends beyond the mere helping with homework and gives them the criteria to recognize effective educational methods when they observe them.

Because of a more consistent presence of parents in the school, a number of I.S.55 teachers have improved their classroom performance and control.

The Parent Coordinator's room, located on the first floor between the school's main entrance and administrative headquarters, became a friendly

place for parents to visit, either on the way to see the principal, or just for a chat, or to find out from Mrs. Graydon, the Parent Coordinator, how to get in touch with a teacher or how to go about solving a worrisome problem.

An academic awards program has been inaugurated at I.S.55 to periodically reward the student in each class who scores highest on the reading test and the student who shows the most advancement. The awards program has done much to improve the academic tone of the school.

G. Positive Effects beyond I.S.55

Restoration Corporation was able to get a parent education component written into the Title I programs in School District 13's 18 elementary schools. Approximately 90 workshops were held in reading and math during the 1974-75 school year. District 13 is presently evaluating the effect of these workshops on student academic performance.

H. Objectives for the Second Academic Year of the Family Education Program

(a) To involve more parents on a more regular basis in the scheduled workshops and parent events. We want to form a core group of parents that can function as a group.

(b) To show there is a positive benefit as reflected in improvement of reading and math scores of those children whose parents are involved in the Family Education Program and whose teachers are involved in the teacher training program.

These objectives will be attained by:

(1) Shifting the prime responsibility for parent recruitment from the Parent Coordinator to the classroom teacher and students;

(2) Continuation of home visiting as a followup to parent's initial visit to the school, or to reach out to the special or difficult cases;

(3) Holding at least one carefully planned workshop or parent event per month.

FINANCIAL STATEMENT

On March 20, 1974, $10,124 was transmitted to the Bedford Stuyvesamt Restoration Corporation from the Salgo-Noren Foundation to support the first year of the program. On May 10, 1975, an additional $3,374.67 was transmitted as the first of three equal installments for the second funding period. The Financial Statement for the Family Education Program follows, reporting expenditures for the first year of funding and the second funding period through August, 1975.

FAMILY EDUCATION PROGRAM

FINANCIAL STATEMENT

EXPENDITURES	Actual 1974-75 3/74 thru 2/75	Estimated 1975-76 3/75 thru 6/76 (16-month period)	Actual 1975-76 3/75 thru 8/75
Stipend for Parent Coordinator	$ 8,001.00	$ 2,500.00[1]	$ 700.00
Stipend for Home Visits	-0-	1,967.00[2]	1,057.00
Teacher Stipends/Awards	350.00	550.00[2]	50.00
Student Awards for Academic Progress	-0-	1,600.00[3]	
Class Awards for Parent Recruitment	-0-	250.00[2]	
Education Materials for Workshops & Parent Events	-0-	300.00[2]	
Refreshments for Workshops & Parent Events	-0-	300.00[2]	
Bus Transportation	350.00	900.00	150.00
MAT Testing Materials	639.00*	426.00[4]	
Office Space Rental (including Equipment, Custodial Services & Utilities)	600.00*	600.00*	150.00*
Office Supplies (including Stationery & Duplicating Paper)	160.00*	713.00[4]	235.10
Postage	864.00*	878.00[4]	
Telephone	270.00*	270.00*	67.50*
Computer Processing	-0-	525.00	200.92
Miscellaneous	207.19	430.81	86.58
TOTAL	$11,441.19	$12,209.81	$2,697.10
INCOME			
Board of Education *(In-kind services provided by I.S.55)	2,533.00	870.00[5]	217.50
Foundation Support	10,124.00	10,124.00	3,374.67
Carry-over of 1974-75 Foundation Grant	-0-	1,215.81[6]	1,215.81
TOTAL	$12,657.00	$12,209.81	$4,807.98

FOOTNOTES

1. When the duties of the Parent Coordinator were changed to eliminate home visiting, her stipend was decreased.

2. Parent recruiting is now to be accomplished by a combination of efforts: class competition for most parents participating; home visits for special classes by home visitors; awards for teacher involvement in workshop presentations; education materials and refreshments to make the workshops themselves more attractive.

3. Eight times during the academic year, students who score highest and show most progress in reading and math will be awarded trophies at a general assembly.

4. Because of the present budget crunch in the schools, the expense of testing the children in October, 1975 and June, 1976, must be borne in part by the Program. In addition, the cost of office supplies and postage must also now be borne by the Program.

5. The Board of Education's support has had to be reduced from $2,533 to $870 (office space rental, equipment and telephone) due to the severe budget cuts imposed during the 1975-76 academic year.

6. During 1974-75, cash income exceeded expenses by $1,215.81, due to substantial reduction of teacher stipends and miscellaneous expenses over what had been originally projected. In April, 1975, permission was granted from the Salgo-Noren Foundation to apply the unexpended amount from the first year of the grant to support the extended second funding period of the Program.

Submitted by,

Charles Palms

Charles Palms
Education Coordinator

TABLE 1
MEAN CHANGE IN TEST SCORES
OCTOBER, 1974 - JUNE, 1975
RELATED TO FAMILY PARTICIPATION

PARTICIPATION		READING (TOTAL)									MATH (TOTAL)								
		LABS		FIFTH		SIXTH		TOTAL		% of Total # Part.	LABS		FIFTH		SIXTH		TOTAL		
		#	Mean chg.	#	Mean chg.	#	Mean chg.	#	Mean chg.		#	Mean chg.	#	Mean chg.	#	Mean chg.	#	Mean chg.	% of total # partcipt.
Family Nite: Yes		5	.9	10	1.0	27	.8	42	.9	20	5	.9	8	2.1	29	1.2	42	1.3	20
No		46	.6	20	.9	100	.9	166	.8	80	47	1.0	25	1.7	93	1.2	165	1.2	80
Difference			.3		.1		-.1		.1			-.1		.4		0		.1	
Workshops																			
1st sem. by	9	0		1	.9	0		1	.9		0		1	2.1	0		1	2.1	
total # of	4	1	.7	0		1	1.5	2	1.1		1	1.0	1	2.3	1	2.3	3	1.9	
times at.en-	3	0		1	2.4	4	.7	5	1.0	- 20	0		1	3.2	4	1.2	5	1.6	- 21
ded	2	1	.2	3	0	4	1.6	8	.8		1	-1.1	3	1.3	4	.8	8	.7	
	1	2	-.1	7	1.2	17	.8	26	.9		2	1.3	6	1.8	18	1.1	26	1.3	
Weighted average of participants			1.8		1.0		.9		.9					1.9		1.1		1.3	
	0	47	.7	18	.8	101	.9	166	.8	80		1.0		1.8		1.2		1.2	79
Difference			1.1		.2		0		.1					.1		-.1		.1	
Workshops	3	0		1	.9	0		1	.9		0		1	2.1	0		1	2.1	
2nd sem.	2	0		0		1	.2	1	.2	- 11	0		0		1	.5	1	.5	- 11
	1	1	.7	6	1.3	13	1.0	20	1.1		1	.1	5	2.2	15	1.5	21	1.6	
weighted aver. of participants					1.2		.9		1.0					2.2		1.4		1.6	
	0	50	.7	23	.8	113	.9	186	.8	89	51	1.0	27	1.7	106	1.1	184	1.2	89
Difference					.4		0		.2					.5		.3		.4	
Parent Events	3	0		2	.9	1	1.0	3	.9		0		2	2.0	1	2.4	3	2.1	
2nd sem.	2	3	.8	4	1.9	11	.8	18	1.0	- 41	3	.6	4	2.1	14	1.3	21	1.3	- 41
	1	10	.8	3	.5	41	1.0	64	.9		10	1.0	12	1.9	38	1.3	60	1.4	
weighted aver. of participants			.8		.8		1.0		.9			.9		2.0		1.3		1.4	
	0	38	.6	11	1.0	74	.8	123	.8	59	39	1.0	15	1.6	69	1.1	123	1.1	59
Difference			.2		-.2		.2		.1			-.1		.4		.2		.3	

TABLE 2

MEAN CHANGE IN READING TEST SCORES (INCLUDING SUBTESTS)

OCTOBER, 1974 - JUNE, 1975

RELATED TO FAMILY PARTICIPATION

PARTICIPATION (Events)		VOCABULARY		COMPREHENSION		READING TOTAL	
		No. of Students	Mean Change	No. of Students	Mean Change	No. of Students	Mean Change
Family Nite	Yes	42	.9	42	.8	42	.9
	No	167	.7	166	1.0	166	.8
Difference			.2		-.2		.1
Workshops	9	1	.7	1	.8	1	.9
1st sem.	4	2	1.4	2	.4	2	1.1
	3	5	1.1	5	1.1	5	1.0
	2	8	.6	8	1.1	8	.8
	1	26	.9	26	.7	26	.9
weighted aver. of participants			.9		.8		.9
	0	167	.7	166	1.0	166	.8
Difference			.2		-.2		.1
Workshops	3	1	.7	1	.8	1	.9
2nd sem.	2	1	.5	1	-.4	1	.2
	1	20	1.0	20	1.2	20	1.1
weighted aver. of participants			1.0		1.1		1.0
	0	187	.7	186	.9	186	.8
Difference			.3		.2		.2
Parent Events	3	3	.9	3	.8	3	.9
2nd Sem.	2	18	1.1	18	1.2	18	1.0
	1	64	.8	64	.9	64	.9
weighted aver. of participants			.9		1.0		.9
	0	124	.6	123	1.0	123	.8
Difference			.3		0		.1

TABLE 3

CORRELATION ANALYSIS RELATING MEAN CHANGE IN TEST SCORES, OCTOBER, 1974 - JUNE, 1975, TO PARENT PARTICIPATION VARIABLES

Mean Change In Vocabulary Test Scores	Correlation Coefficient	Level of Significance
Family Nite	.10	.05*
1st Sem. Workshops	.10	.07
2nd Sem. Workshops	.08	.12
2nd Sem. Parent Events	.15	.01*
1st & 2nd Sem. Workshops	.12	.04*
All workshops and Parent Events	.15	.01*
Mean Change In Reading Comprehension Test Scores		
Family Nite	-.10	.07
1st Sem. Workshops	-.07	.15
2nd Sem. Workshops	.06	.20
2nd Sem. Parents Events	-.02	.38
1st & 2nd Workshops	-.02	.40
All workshops and Parent Events	-.07	.15
Mean Change In Total Reading Scores		
Family Nite	.01	.43
1st Sem. Workshops	.04	.30
2nd Sem. Workshops	.11	.06
2nd Sem. Parent Events	.09	.10
1st & 2nd Workshops	.10	.07
All workshops and Parent Events	.07	.16
Mean Change In Total Math Scores		
Family Nite	.04	.27
1st Sem. Workshops	.02	.39
2nd Sem. Workshops	.13	.03*
2nd Sem. Parent Events	.15	.01*
1st & 2nd Workshops	.05	.22
All Workshops and Parent Events	.11	.06

N = 207-209

*.05 level of significance or less

TABLE 4
MEAN CHANGE IN TEST SCORES
OCTOBER, 1974 - JUNE, 1975
RELATED TO NUMBER OF SIBLINGS

	READING								MATH							
	LABS		FIFTH		SIXTH		TOTAL		LABS		FIFTH		SIXTH		TOTAL	
SIBLINGS	#	Δ	#	Δ	#	Δ	#	Δ	#	Δ	#	Δ	#	Δ	#	Δ
0	24	.6	4	1.0	30	1.0	58	.8	20	.8	3	1.8	31	1.2	54	1.1
1	1	2.0	3	1.2	8	.7	12	1.0	1	1.2	3	1.6	8	1.2	12	1.3
2	2	1.3	3	1.5	13	.6	18	.9	4	1.4	3	1.8	14	1.0	21	1.2
3	1	0	4	1.0	17	.8	22	.8	2	1.9	5	1.8	16	1.3	23	1.5
4	2	1.3	5	.7	20	1.1	27	1.0	3	.9	6	1.7	14	1.3	23	1.4
5	7	1.0	2	.6	16	.8	25	.8	6	1.0	1	1.5	14	1.0	21	1.0
6	3	0	4	1.1	7	1.1	14	.9	4	1.0	5	2.1	8	.8	17	1.2
7	7	.6	3	.3	4	.9	14	.6	8	1.3	3	1.7	6	1.7	17	1.5
8	1	-.2	1	1.0	4	.5	6	.4	1	.5	1	1.5	4	1.3	6	1.2
9	1	.3			4	1.0	5	.9	1	.5	2	1.9	3	1.3	6	1.4
10					2	1.7	2	1.7					2	1.5	2	1.5
11					2	1.0	2	1.0					2	1.5	2	1.5
12	1	.5	1	.9			2	.7	1	.2	1	2.4			2	1.3
15	1	.1					1	.1	1	.6					1	.6

Δ = Mean Change

TABLE 5
MEAN CHANGE IN TEST SCORES
OCTOBER, 1974 - JUNE, 1975
RELATED TO ABSENTEEISM

Days Absent	LABS				FIFTH				SIXTH				TOTAL			
	1st. Sem.		2nd Sem.		1st Sem.		2nd Sem.		1st Sem.		2nd Sem.		1st Sem.		2nd Sem.	
	#	Δ	#	Δ	#	Δ	#	Δ	#	Δ	#	Δ	#	Δ	#	Δ
READING																
25+	5	1.1	1	.5	1	1.0	1	1.0	6	1.4	9	.9	12	1.2	11	.8
20-24	2	1.4	2	.9	1	1.0			3	.8	10	1.0	6	1.0	12	1.0
15-19	2	.1			1	.2			10	.5	16	.8	13	1.5	16	.8
10-14	8	.5	4	.6	7	1.1	1	.5	24	.7	18	.9	39	.7	23	.8
0-9	33	.6	44	.7	18	.8	13	1.1	82	1.0	71	.9	133	.9	128	.8
MATH																
25+	5	1.6	2	1.8	1	2.3			5	.5	10	.7	11	1.2	12	.9
20-24	1	1.6			1	1.1			2	.6	11	1.2	4	1.0	11	1.2
15-19	3	.6			1	2.1	1	2.3	8	1.1	18	1.5	12	1.0	19	1.6
10-14	7	.4	4	.2	8	1.6			29	1.0	18	1.0	44	1.0	22	.9
0-9	34	1.0	46	1.0	20	1.8	14	2.0	76	1.3	62	1.2	130	1.3	122	1.2

Δ = Mean Change

TABLE 6
MEAN CHANGE IN TEST SCORES
OCTOBER, 1974 - JUNE, 1975
RELATED TO ONE OR BOTH PARENTS WORKING

VARIABLE	ONE WORKS	MEAN Δ	BOTH WORK	MEAN Δ
Vocab. Test Score Jan. - June	93	0	60	.3
Vocab. Test Score Oct. - June	80	.6	50	.9
Comprehensive Test Score Jan. - June	93	.4	60	.6
Comprehensive Test Score Oct. - June	80	1.0	50	1.1
Reading Total Score Jan. - June	93	.1	60	.4
Reading Total Score Oct. - June	80	.8	50	1.0
Math Total Score Jan. - June	89	.6	59	.6
Math Total Score Oct. - June	83	1.2	50	1.3

Δ = Change

TABLE 7
MEAN CHANGE IN TEST SCORES
OCTOBER, 1974 - JUNE, 1975
RELATED TO PARENTS TOO BUSY TO HELP WITH SCHOOLWORK

VARIABLE	TOO BUSY	MEAN Δ	NOT TOO BUSY	MEAN Δ
Vocab. Test Score Jan. - June	39	0	138	.2
Vocab. Test Score Oct. - June	34	.6	118	.8
Comprehensive Test Score Jan. - June	39	.4	138	.5
Comprehensive Test Score Oct. - June	34	.8	118	1.1
Reading Total Score Jan. - June	39	.2	138	.3
Reading Total Score Oct. - June	34	.7	118	.9
Math Total Score Jan. - June	36	.6	134	.6
Math Total Score Oct. - June	31	1.2	124	1.3

Δ = Change

TABLE 8

GRADE LEVEL AND MEAN CHANGE
IN TOTAL READING SCORE
ON A CLASS BY CLASS BASIS

Class	Mean Reading Total Oct.	Mean Reading Total Jan.	Mean Change Oct. - Jan.	Mean Reading Total June	Mean Change Jan. - June	Mean Change Oct. - June
LAB 1	2.7	2.8	.1	3.1	.3	.4
LAB 2	2.4	2.7	.3	3.1	.4	.7
LAB 3	2.7	3.0	.3	3.2	.2	.5
LAB 4	2.8	3.2	.4	3.8	.6	1.0
5R1	3.2	3.8	.6	4.2	.4	1.0
5B1	3.3	3.3	0	3.8	.5	.5
6R2	4.3	4.6	.3	5.3	.7	1.0
6G2	4.1	4.7	.6	4.8	.1	.7
6G1	4.0	4.7	.7	4.7	0	.7
6B1	4.9	5.5	.6	5.5	0	.6
6B2	4.4	5.2	.8	5.5	.3	1.1
6R1	4.1	4.5	.4	5.3	.8	1.2

TABLE 9

GRADE LEVEL AND MEAN CHANGE
IN TOTAL MATH SCORE
ON A CLASS BY CLASS BASIS

Class	Mean Math Total Oct.	Mean Math Total Jan.	Mean Change Oct.- Jan.	Mean Math Total June	Mean Change Jan. - June	Mean Change Oct.- ıne
LAB 1	3.6	3.8	.2	4.5	.7	.9
LAB 2	3.2	4.2	1.0	4.1	-.1	.9
LAB 3	3.9	4.5	.6	4.7	.2	.8
LAB 4	4.4	4.7	.3	6.1	1.4	1.7
5R1	3.4	4.5	1.1	5.2	.7	1.8
5B1	3.5	4.2	.7	5.2	1.0	1.7
6R2	4.3	5.3	1.0	5.9	.6	1.6
6G2	5.2	5.8	.6	6.1	.3	.9
6G1	5.0	5.2	.2	5.7	.5	.7
6B1	5.4	6.2	.8	6.7	.5	1.3
6B2	5.2	6.1	.9	6.4	.3	1.2
6R1	4.2	4.8	.6	5.6	.8	1.4

APPENDIX 1

ATTENDANCE AT WORKSHOPS OR PARENT EVENTS AND OUTLINE OF EACH EVENT

ATTENDANCE

DATE	PARENT EVENT*	Attendance of Subject Group Parents	Other Parents	TOTAL
(1st semester)				
10/4/74	Evening Workshop	7	5	12
10/18/74	Evening Workshop	2	1	3
11/1/74	Evening Workshop	9	5	14
11/20/74	Family Night	28	159	187
11/21/74	Parent-Teacher Conf.	3	13	16
12/4/74	Evening Workshop	13	2	15
12/18/74	Evening Workshop & PTA	14	16	30
1/14/75	Evening Workshop	11	13	24
1/16/75	Afternoon Workshop	3	4	7
1/23/75	Afternoon Workshop	5	1	6
1/30/75	Afternoon Workshop	3	1	4
	TOTALS	98	220	318
(2nd semester)				
2/6/75	Afternoon Workshop	2	2	4
2/26/75	Evening Workshop	12	13	25
3/12/75	Evening Workshop	3	1	4
4/16/75	Education Fair	27	85	112
5/21/75	Game Night	37	73	110
6/25/75	Fifth & Sixth Grade Festival	4	11	15
	TOTALS	85	185	270
	TOTALS FOR YEAR	183	405	588

*Exclusive of PTA Meetings

FAMILY EDUCATION PROGRAM

PARENTS' WORKSHOPS
OCTOBER 4, 1974

Cecilia Schmidt, Teacher

OBJECT: To interest parents in the philosophy, materials and concepts of our math and reading programs.

CONTENT:

PART ONE:

a) Algebricks and understanding
b) Demonstration of math without understanding;
c) The product chart and mental calculations.

PART TWO:

a) A look at the "Words in Color" Charts;
b) The Fidel (Chart of every possible spelling of very possible sound in the English language);
c) Transition from color to black & white;
d) Decoding;
e) A question: "What else does reading involve besides decoding?"

FAMILY EDUCATION PROGRAM

PARENTS' WORKSHOPS
OCTOBER 18, 1974

Cecilia Schmidt, Teacher

OBJECT: To aid parents with suggestions for helping their children with homework.

CONTENT:

PART ONE: MATH

a) Homework that reviews and practices skills;
b) Homework that reinforces the day's lesson;
c) Homework that involves the children in creative thinking projects.

PART TWO: READING

Steps in reading with your child at home:

a) Word scan for unknown words;
b) Decoding;
c) First reading;
d) Phrasing
e) Reading for understanding (quiet)
f) Reading aloud at best level.

FAMILY EDUCATION PROGRAM

PARENTS' WORKSHOPS
NOVEMBER 1, 1974

Cecilia Schmidt, Teacher

NOTE: Feedback from previous meeting indicated that the parents wanted in-depth work on the product chart, which we told them we would get for them, and the rods, which were also accessible to them.

OBJECT: To provide parents with a fun and stimulating way to practice the multiplication and division tables with their children.

CONTENT: Ways of using the product chart by tapping:

(all mental products)

1) A =
2) A + B =
3) 3 x F =
4) 3 x F + 6 x M =
5) Find 4 ways of making 78
(example 4 x 16 + 7 x 2)

NOTE: All of this work is done mentally by the student. The product chart, while teaching the tables, also provides mind expansion for the students. It is incredible, because it activates mental powers so that the students become faster than their teachers.

FAMILY EDUCATION PROGRAM

FAMILY NIGHT
NOVEMBER 20, 1974

OBJECTIVE: To kick-off parent involvement at I.S.55 for the 1974-75 academic year. To provide a setting for informal communication between parents, teachers and students, while at the same time letting all know more about the cultural backgrounds and ethnic groups that make up the I.S.55 community.

CONTENT:

1. Special foods and dishes, representative of the different ethnic groups.

2. Family games.

3. Educational Exhibits:
   - Health and physical education
   - Industrial Arts
   - Reading and Math
   - Bilingual Education
   - Science
   - Social Studies
   - Home Economics
   - Clothing
   - Cultural Affairs

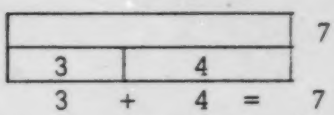
FAMILY EDUCATION PROGRAM

PARENTS' WORKSHOPS
DECEMBER 4, 1974

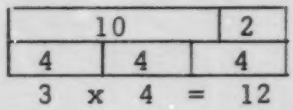
Cecilia Schmidt, Teacher

OBJECT: To stimulate the parents to purchase the mini-kit algebricks for their children for Christmas. To show multiplication, division, squares, cubes and fractions with the rods (or algebricks).

CONTENT: a) Multiplication



BUT



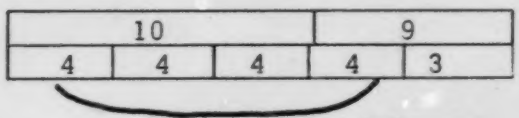
3 of the 4 = 12

"x" means OF THE

b) Division

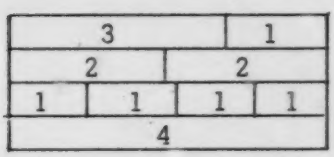
" " means HOW MANY

4 ⟌ 19 ---→ HOW MANY 4's in 19



4 with 3 left over

c)

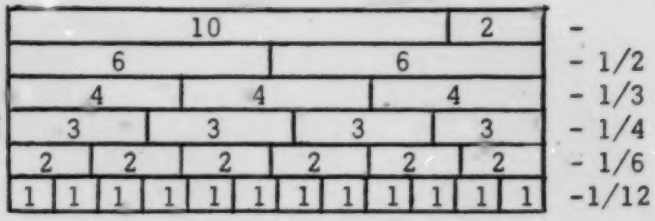


$4^2 = 16$

5 x 1 + 2 x 2 + 1 x 3 + 1 x 4 = 16

"x" is OF THE

d)



FAMILY EDUCATION PROGRAM

PARENTS' WORKSHOP
DECEMBER 18, 1974

Cecilia Schmidt, Teacher

OBJECT: To draw parents (by having beforehand a singing assembly) in order to elicit questions and answers for them about the math and reading programs.

CONTENT: (NOTE: Many parents would come, so that something specific would not be appropriate because of the erratic attendance in the past.)

FORMAT: Parents asked questions and students demonstrated answers. The leader elicited questions from the students to allow the parents to see their train of thinking.

Demonstrations included:
a) The use of the Words in Color charts;
b) How to help the child with reading;
c) Understanding fractions.

FAMILY EDUCATION PROGRAM

PARENTS' WORKSHOPS
JANUARY 14, 1975
FEBRUARY 26, 1975

Cecilia Schmidt, Teacher

OBJECT: To have a math contest between the 5-6 students and lab students so that:
a) indirectly, the parents could see the way our children work with math;

b) the students would be motivated to gain the necessary skills to compete in a math contest.

CONTENT:
a) Multiplication
b) Division
c) Equation balancing
d) Fractions
e) Squaring
f) Measurement
g) Verbal problems
h) Exponents
i) Order of operation.

FORMAT: Students were given questions, then after each question, the answer, and the working procedure was explained. The overhead projector, charts and rods were used to demonstrate.

A prize was awarded to the winning class.

FAMILY EDUCATION PROGRAM

PARENTS WORKSHOP
MARCH 12, 1975

Cecilia Schmidt, Teacher

OBJECT: To have a math contest involving lab students only so that:

(a) indirectly, the parents could see the way their children work with math;

(b) the students would take pride in their work and be motivated to improve.

CONTENT:
(a) Multiplication
(b) Division
(c) Equation Balancing
(d) Fractions
(e) Measurement

FORMAT: Students were given questions, then after each question, the answer, and the working procedure was explained. Charts and rods were used to demonstrate. A prize was given to the winning class.

FAMILY EDUCATION PROGRAM

PARENTS' WORKSHOP

APRIL 16, 1975

OBJECT: To give parents an experience of the activities and materials used in their childrens classrooms.

CONTENT: Demonstrations of classroom activities by students and teachers of the fifth, sixth and lab classes at I.S.55

FORMAT: Education Fair. All along the main corridors of the first floor of I.S.55, and in the large conference room adjoining the principal's office colorful displays and booths were set up by teachers and a group of students from each of the 14 participating classes. Each cluster did its own thing -- a math game, a reading game, or a social science project. Parents and others strolled from exhibit to exhibit, and the student groups made every effort to "hook" observers into participation

FAMILY EDUCATION PROGRAM

GAME NIGHT
MAY 21, 1975

OBJECT: To give parents a fun experience of the activities and materials used in their children's classrooms.

CONTENT: Demonstrations of classroom activities by students and teachers of fifth through eighth grades, plus lab classes.

Reading games included the following:

Vocabulary Bingo
Spin a Syllable
Word Poker
Diced Words
The Money Game -- matching words with their definitions
Sentence Spice -- putting parts of a sentence together
Speed Read Way
Sound Bingo
Crazy Man -- paring words with definitions, the loser being "Crazy Man"
Jeopardy -- questions on social science and geography

Math games included the following:

Times-tables Checkers
Concentration -- percents, fractions, decimals
Fraction Rummy
Whiz Power (powers)
Alpha-Geo (geometry)
Yard or Meter? (measuring)
Lucky Thirteen Thousand -- multiplication and division
Fraction 55
Monopoly Math
How Many of the X Game? (tables)

Exhibits included the following:

Linoleum brick printing
Bookbinding
Ceramics
Tie-dying
Spinning -- from sheep's wool to yarn
Woodworking
A Book Fair

FORMAT: Exhibits were held in the school library. Games were located in the gym and in the conference room near the principal's office. There were at least 50 games in all. Parents strolled from game to game; ushers made sure parents didn't miss the exhibits in the library. Parents were urged to play the education games with and against their children. Each student who won three games got a special prize. The class that had the most parents in attendance received $20. There were also door prizes provided by the PTA.

FAMILY EDUCATION PROGRAM

FIFTH AND SIXTH GRADE FESTIVAL
JUNE 25, 1975

OBJECT: To have a celebration that tops off the school year; to have the children use their creative talents and imagination to the utmost in the classroom, but apart from the regular classroom format.

CONTENT: Every fifth and sixth grade classroom creates:
(a) An education exhibit
(b) A banner
(c) An original song or cheer, during the morning hours. Exhibits, banners, songs and cheers are demonstrated in the afternoon with parents invited.

FORMAT: Prize awarded to the outstanding class with points given in each of four categories: conduct, classroom decoration, banner, song or cheer. Four judges are chosen from among the eighth grade teachers.

FAMILY EDUCATION PROGRAM

SAMPLE OF AN AFTERNOON WORKSHOP

Cecilia Schmidt, Teacher

Each Thursday from 1:00 to 3:00, parents are invited to come to the school to:

a) receive help about the student's home assignments;

b) ask questions about the Words in Color and Gattegno mathematics programs;

c) learn specific activities which will help stimulate their children's mental powers.

Ideas are not limited to these. Any questions or current problems can also be discussed. It is informal, and, although the attendance is not what we would like it to be yet, it can be a powerful tool toward meaningful communications within the school.

APPENDIX 2

CONTACTS MADE BY PARENT COORDINATOR AND HOME VISITORS AND RESULTS OF CONTACTS

CONTACTS MADE BY PARENT COORDINATOR		
	1974 First Four Months of Startup	1974-75 First Semester
Total number of families selected for subject group	178	187
Total number of families in subject group with whom contact was established	132	153
Total number of parents contacted one or more times through home visits	109	125
Total number of home visits made	no data	207
CONTACTS MADE BY HOME VISITORS 1975 Second Semester		
Total number of parents contacted one or more times through home visits	153	
Total number of home visits made	163	

RESULTS OF CONTACTS MADE BY PARENT COORDINATOR

	1974 First Four Months of Startup	1974-75 First Semester
Number of families of the subject group who came to one session of the Family Education Program only:	22	39
Number of families of the subject group who came to two sessions only:	17	14
Number of families who came to three sessions:	7	4
Number of families who came to four sessions:	4	2
Number of families who came to five sessions:	5	4
Number of families who came to six sessions:	3	
Number of families who came to nine or more sessions:	1	1
Total number of participating parents from subject group:	59	64

RESULTS OF CONTACTS MADE BY HOME VISITORS
1975 Second Semester

Number of families of the subject group who came to one session of the Family Education Program only:	35
Number of families of the subject group who came to two sessions only:	18
Number of families who came to three sessions:	4
Number of families who came to four sessions:	1
Number of families who came to six sessions:	1
Total number of participating parents from subject group:	59

APPENDIX 3

CORRELATION AND COMPARISON OF MAT TO SAT

MAT - SAT
TEST SCORE CORRELATION MATRIX

	V11	V12	V13	V14	V15	V16	V17	V18	V19	V20	V21	V22	V23	V24	V25	V26	V27
V11	1.00	.75	.94	.77	.78	.81	.54	.60	.83	.79	.85	.55	.64	.68	.68	.74	.60
V12		1.00	.92	.74	.80	.81	.55	.64	.77	.81	.82	.54	.59	.73	.63	.74	.65
V13			1.00	.81	.85	.87	.59	.66	.86	.86	.90	.59	.66	.76	.72	.80	.68
V14				1.00	.83	.95	.64	.71	.82	.76	.82	.65	.63	.73	.71	.78	.70
V15					1.00	.95	.62	.71	.82	.83	.86	.65	.65	.74	.74	.81	.74
V16						1.00	.66	.75	.86	.84	.88	.69	.68	.78	.76	.84	.75
V17							1.00	.85	.54	.57	.57	.78	.47	.61	.62	.67	.80
V18								1.00	.63	.63	.65	.87	.50	.71	.68	.74	.87
V19									1.00	.84	.96	.62	.70	.76	.74	.82	.67
V20										1.00	.96	.60	.64	.75	.70	.79	.67
V21											1.00	.63	.70	.78	.73	.83	.69
V22												1.00	.51	.68	.66	.73	.89
V23													1.00	.58	.54	.60	.57
V24														1.00	.72	.91	.71
V25															1.00	.93	.69
V26																1.00	.75
V27																	1.00

V11 = MAT Vocab. Oct.
V12 = MAT Compr. Oct.
V13 = MAT Total Reading Oct.
V14 = MAT Vocab. Jan.
V15 = MAT Compr. Jan.
V16 = MAT Total Reading Jan.
V17 = MAT Total Math Oct.
V18 = MAT Total Math Jan.
V19 = MAT Vocab. June
V20 = MAT Compr. June
V21 = MAT Total Reading June
V22 = MAT Total Math June

V23 = SAT Listening Vocab. April
V24 = SAT Compr. April
V25 = SAT Word Study April
V26 = SAT Total Reading April
V27 = SAT Total Math April

When student scores on the components of the MAT and SAT tests are correlated, the correlation coefficients indicate that these tests are comparable, since in most instances the students who do well (poorly) on the MAT do well (poorly) on the SAT. The grade levels of the two tests differ somewhat, as the following table indicates.

COMPARING GRADE LEVELS OF
JAN. & JUNE MAT TEST WITH APRIL SAT TEST
1975

MAT Jan. R C Score	SAT April R C Score	MAT June R C Score	(Mean Scores) GRADES	MAT Jan. Math Score	SAT April Math Score	MAT June Math Score
2.8	3.9	3.2	LAB 1	3.8	4.2	4.5
2.8	3.6	3.2	LAB 2	4.2	4.3	4.1
3.1	4.0	3.2	LAB 3	4.5	4.8	4.7
3.2		4.0	LAB 4	4.7		6.1
3.7	5.0	4.3	5R1	4.5	5.0	5.2
3.1	4.9	3.8	5B1	4.2	4.9	5.2
4.6	5.6	5.4	6R2	5.3	6.2	5.9
4.5	5.4	5.1	6G2	5.8	6.2	6.1
4.8	5.6	4.7	6G1	5.2	5.9	5.7
5.6	6.5	5.6	6B1	6.2	7.1	6.7
5.1	6.4	5.5	6B2	6.1	6.6	6.4
4.6	5.5	5.5	6R1	4.8	5.7	5.6

The SAT reading comprehension grade level is significantly higher than the MAT levels. The MAT norm is based on a 1968 national student population; the SAT norm is based on a New York City 1974 population.

The SAT and MAT math total grade levels are closer to each other.

APPENDIX 4

SAMPLE OF FORMS AND LETTERS USED IN THE FAMILY EDUCATION PROGRAM

STUDENT QUESTIONNAIRE

NAME:_____ CLASS:_____ TEACHER:_____

Father's Name:_____ Mother's Name:_____

Number of brothers:_____ Number of Sisters:_____

	YES	NO
My parent(s) or guardian(s) have visited my class.....	( )	( )
I like to have them visit	( )	( )
I like to have my parent(s) or guardian(s) help me with my homework and schoolwork	( )	( )
They help me with my homework and schoolwork		
every night	( )	( )
three nights out of five nights.....	( )	( )
once in a while.....	( )	( )
never.....	( )	( )
My parent(s) or guardian(s) work	( )	( )
both work	( )	( )
one works	( )	( )
My parent(s) or guardian(s) are too busy to help me with my schoolwork	( )	( )
I can get along in school without any help from my parent(s) or guardian(s).....	( )	( )
I have some fun in school each day	( )	( )
I would rather come to school than stay at home.....	( )	( )
I think my reading improves each day	( )	( )
I like reading better than math	( )	( )

PARENT QUESTIONNAIRE

It is my conviction that substantial improvements in a child's education can be realized when parents are led through the same experiences in reading and math as their children. We have been holding parent workshops every two weeks to give parents the opportunity to experience the learning process that goes on in the classrooms of I.S.55. Mrs. Lillian Graydon has been contacting and visiting parents to encourage them to participate in the workshops. We are interested in your comments, criticisms and reactions. Please fill out the following questionnaire. Thank you.

Percy Jenkins,
Principal, I.S.55

I am a parent or guardian of a child in the ____ grade of I.S.55.

My child's teacher is _____.

Since the beginning of the school year, I have attended:

_____workshops

_____PTA meetings

_____class visits

I help my child with his/her homework....(check one)

never ( )
sometimes ( )
regularly ( )

The workshops are: (check whatever is true for you)

fun ( )
boring ( )
instructive ( )
confusing ( )

The workshops are: (check one)

too long ( )
too short ( )
about right ( )

A better time and day to have the workshops would be:

_____

A better subject taught and discussed in the workshop would be:

_____

(Please check the word or words that in your opinion apply in the following sentences.)

The workshops do ( ) do not ( ) help me to understand what my child is learning in class.

There should be more ( ) less ( ) workshops.

Since I began taking special interest in the activities at I.S.55, I have ( ) have not ( ) noticed a change for the better in my child's attitude toward school.

I can recognize ( ) am getting better at recognizing ( ) an effective teacher when I see her in operation.

I can ( ) cannot ( ) tell when learning is going on in the classroom.

The workshop could be improved by:_____

_____

_____

In my opinion, more parents would attend the workshops if:_____

_____

_____

My further comments and criticisms are as follows:_____

_____

_____

_____

_____

TEACHER QUESTIONNAIRE

TEACHER'S NAME_____ CLASS_____

It is my conviction that substantial improvements in a child's education can be realized when parents are led through the same experiences in reading and math as their children. We have been holding parent workshops every two weeks to give parents the opportunity to experience the learning process that goes on in the classrooms of I.S.55. Mrs. Lillian Graydon has been contacting and visiting parents to encourage them to participate in the workshops. We are interested in your comments, criticisms and reactions. Please fill out the following questionnaire. Thank you.

Percy Jenkins,
Principal, I.S.55

The parents or guardians of the following students have visited the class this year:

(Indicate whether they visited voluntarily or because you requested that they visit.)

_____

_____

_____

_____

The parents or guardians of the following students take a special interest in their child's learning or what we are trying to do at I.S.55:

(Indicate how you know this, i.e. attend workshops, help with homework, make class visits, write me notes, etc.)

_____

_____

_____

_____

_____

I believe that parent involvement does ( ) does not ( ) make a positive difference in the child's academic performance. (Give some examples.)

STUDENT'S NAME	TYPE OF PARENT INVOLVEMENT	EVIDENCE OF CHILD'S IMPROVEMENT (ATTITUDE, GRADES?)

I believe the Family Education Program at I.S.55 could be improved by: (Please give your comments and criticisms.)

STUDENT DATA

NAME:

STREET ADDRESS & ZIP:

AGE:

PRESENT CLASS: DATE ENTERED I.S.55:

FORMER SCHOOL:

PARENTS' OR GUARDIANS' NAME(S):

STUDENT'S EXPOSURE TO TEACHER TRAINING PROGRAM PRIOR TO SEPTEMBER, 1974 (IN SEMESTERS):

PRESENT TEACHER'S NAME AND EXPOSURE TO TEACHER TRAINING AT I.S.55 PRIOR TO SEPTEMBER, 1974 (IN SEMESTERS):

NUMBER OF DAYS ABSENT DURING CURRENT SEMESTER:

PARENT PARTICIPATION	ATTENDANCE
WORKSHOPS	_____
PTA MEETINGS	_____
CLASS VISITS	_____
TOTAL	_____

TEST SCORES:	READING	MATH
1974		
OCTOBER, 1974	_____	_____
JANUARY, 1975	_____	_____
JUNE, 1975	_____	_____

COMMENTS:

FAMILY FILE

Intermediate School 55
2021 Bergen St., Brooklyn, N.Y.

Mr. Percy W. Jenkins,
Principal

BLOCK_____

PARENTS OR GUARDIANS NAME_____

ADDRESS:_____

CHILD'S FULL NAME:_____

CLASS_____ TEACHER_____

CONTACTS/COMMENTS
(dates/type of contact)

RESULTS
(Dates of workshop/PTA meetings/class visits, other)

HOME VISIT RECORD

PARENTS OR GUARDIANS NAME: BLOCK_____

_____

ADDRESS: _____
_____
_____

TELEPHONE NO.:
_____

CHILD'S FULL NAME: _____

CLASS: _____

TEACHER:
_____

HOME VISITOR'S NAME:
_____

DATE OF VISIT: _____

INFORMATION COMMUNICATED TO PARENTS: _____
_____

_____

_____

QUESTIONS OR RESPONSE OF PARENTS: _____
_____

_____

_____

COMMENTS OF HOME VISITOR: _____
_____

_____

_____

PARENT ROOM 101 DATE: ACTIVITY:

PLEASE PRINT

VISITOR'S NAME	STUDENT'S FULL NAME	STUDENT'S ADDRESS	TEL.#

BOARD OF EDUCATION OF THE CITY OF NEW YORK

I.S. 55 (SCHOOL) | Brooklyn 11233 (BOROUGH ZONE) | 2021 Bergen St. (ADDRESS) | 346-6250 (TELEPHONE)

OFFICE OF THE PRINCIPAL

December 13, 1974

Mrs. Cora Newman
Teacher of 5X

Dear Mrs. Newman:

Upon visiting homes of 5th and 6th grade students, in many instances I am finding out that parents have not received notice of our workshop meetings. It is of utmost importance that every parent be notified of the workshop meetings. Since, I am sure you understand, this project is funded, I want to make certain we make contact with the parents.

May I restate our procedure: At least two days prior to a workshop meeting students should write a letter in their notebooks to their parents, informing them of the workshop meeting, with a special invitation to have them attend. As part of their homework assignment the letters are to be signed by their parents and returned to you.

In order to eliminate all doubt, please notify me of the students not returning the signed letters and I will have the necessary contact made.

Sincerely yours,

Percy W. Jenkins
Principal

Intermediate School 55
2021 Bergen St., Brooklyn

PERCY W. JENKINS,
Principal

April 8, 1975

Dear Parents:

On Wednesday, April 16, 1975, at 7:30 P.M., I.S. 55 will hold an Educational Fair. Included in our activities will be a presentation of our Local School Board election issues by our Social Studies students, and speakers from the two slates of candidates now running for office.

In order to encourage mass involvement by students, teachers, and parents, our P.T.A. is offering the following:

1. A door prize.

2. $20.00 for a class party to be awarded to the class which has the most parents attending.

The Educational Fair will feature demonstrations of classroom activities by students and teachers. You will be able to ask questions of teachers and students.

Please join us! Bus transportation home will be provided.

Yours truly,

Percy W. Jenkins

PERCY W. JENKINS,
Principal

PWJ:pw

A33

You're invited to I.S.#55 For A GREAT REASON

GREAT TIME
GREAT PRIZES
GREAT FUN

It's GAME NIGHT

COME-PLAY-WIN GREAT PRIZES, PRIZES, PRIZES.

MAY 21

WEDNESDAY AT 7:00 → 9:00 P.M.
I.S. #55 GYM

OLD FASHIONED GAMES WITH A NEW TWIST

LIKE → VOCABULARY BINGO
TIMES TABLES CHECKERS
AND ONLY ABOUT 50 MORE!

GAMES, GAMES, GAMES CREATED BY STUDENTS AND TEACHERS FOR OUR CLASSES.

1. DOOR PRIZES
2. $20. FOR THE CLASS WITH MOST PARENTS
3. PRIZES FOR WINNING AT GAMES

DON'T FORGET MAY 21 7:00

A34

APPENDIX 5

THE DEATH OF CLAUDE REESE, JR. AND ITS REPERCUSSIONS AT I.S. 55 AND IN OCEANHILL-BROWNSVILLE

MEMORANDUM

September 23, 1974

TO: FAMILY EDUCATION PROGRAM FILES

FROM: CHARLES PALMS

RE: UNREST AT I.S.55

Claude Reese, Jr., a fourteen-year-old junior high school student (117) was shot and killed by Officer Frank Bosco of the 73rd Pct. on Sunday evening, September 15, 1974.

Mrs. Graydon, Miss Taylor, Mr. Jenkins and I were to have our weekly meeting on the Family Education Program on Thursday, September 19th at 3:15. Miss Taylor called at12:35 p.m. to cancel the meeting because of disturbances in the area and in the school. The Tomahawks, of whom young Reese was alleged to be a member, were disrupting the schools in the area and threatening teachers and students. I.S.55 was dismissed early on September 19th.

On September 20th, only 500, less than half the student body showed up for classes at I.S.55.

The I.S.55 PTA meeting was scheduled for Tuesday, September 24. Notices to parents never went out because of the confusion and disruption within the school. Parents are afraid to come out also, so the postponement of the meeting is the only alternative at this time.

Mrs. Graydon called on September 23 to say there had been another killing of a Brooklyn youth in Manhattan on Sunday evening, September 22. This killing is expected to add fuel to the flames of unrest.

The Tomahawks and the Ad Hoc Committee for Justice for Claude Reese are demanding that I.S.55 and other schools and stores be closed on Wednesday, September 25 so that there can be a rally and march. Mr. Jenkins will probably comply with this demand because he fears for the safety of the children. There is no school Thursday, September 26 because of Yom Kippur.

The Family Education Program's plans for an enthusiastic beginning in September with a special Family Nite, must be postponed until the unrest and anger subside.

Only 140 youngsters in school 9/25/75.